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ABSTRACT

This newsletter seeks to promote the concept of bilingual-bicultural education. Among its articles are "The Indispensable Community Contribution," "Meaningful, Enjoyable Musical Experience," "A Breakthrough for Bilingual Science," and "Six Readers for Spanish-Speaking Fourth-Graders." There is a short essay on the importance of local participation in the educational system. A list of recommended instructional materials and another of distributors of educational materials in Spanish and Portuguese is included. Articles appear in Spanish and English. (SK)

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Materiales en Marcha

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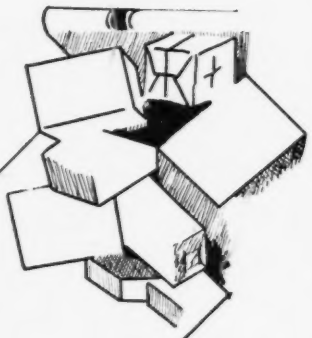

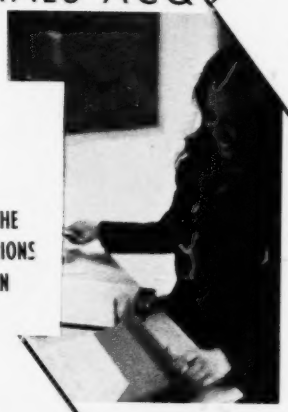

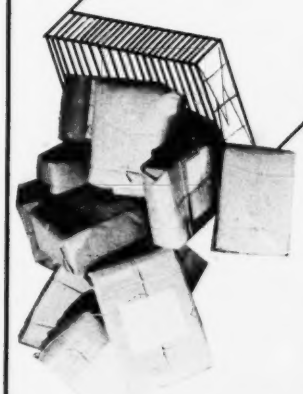

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Materiales en Marcha

PARA EL ESFUERZO BILINGÜE-BICULTURAL

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IN THIS ISSUE

El Comité Escoge el Tema de la Conferencia/..... 3
Committee Chooses Conference Theme

La Contribución Indispensable de la Comunidad/..... 5
The Indispensable Community Contribution
Rafael M. Fernández

Meaningful, Enjoyable Musical Experiences..... 7
Margarita Carmona

A Breakthrough for Bilingual Science..... 9
Magdalena Matthews

Six Readers for Spanish-Speaking Fourth-Graders..... 11
Julia Simpson

Field-Testing Favorites..... 16
Ann Kern

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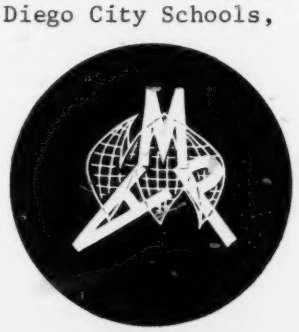


About Our Authors

JULIA SIMPSON is Teacher Corps Team Leader at James Russell Lowell Elementary School in San Diego. She was born in San Diego, where she eventuaaly attended the State University to earn two degrees, a B.A. in Social Science and a B.S. in Business Administration. In addition, she has done a year's graduate work in bilingual education. She has taught kindergarten and upper elementary at Lowell and a primary multigrade at Luther Burbank Elementary School in San Diego. She has also written curriculum for the Title III ESL/Bilingual Project. A participant in numerous conventions and workshops, she is a member of the Association of Mexican-American educators.

MARGARITA CARMONA is Coordinator of the AB 116 Bilingual Program for San Diego City Schools. A native of San Diego, she attended schools in San Diego Unified School District until her enrollment in San Diego State College, where she earned a B.A. degree in General Elementary Education. She has taught third and fourth grade at James Russell Lowell Elementary School in San Diego and fourth grade in a Mexican-American migrant school in Hereford, Texas. Her experience as an upper elementary teacher at Lowell eventually involved her in the Title III ESL/Bilingual Project as a curriculum writer and in Teacher Corps as a team leader. Her work as a school chorus accompanist makes her well-qualified to write her article about music materials that appears in this issue.

MAGDALENA MATTHEWS is a second-grade teacher at James Russell Lowell Elementary School in San Diego, where she is field-testing Spanish Curricula Development Center materials and MAP materials. A monolingual Spanish-speaker until she entered first grade, she grew up in the Corpus Christi area, eventually enrolling in Texas A & I University in Kingsville to earn a B.S. with a major in Elementary Education and a minor in Spanish. Her first year of teaching found her in a bilingual program in Stockton, California, in which she worked closely with the director and coordinator to produce most of the curricular materials she used, including audio tapes of songs and stories. A San Diego Teachers Association and California Teachers Association member, she is in her third year of teaching at Lowell. She is a sports enthusiast in her spare time.

El Comité Escoge El Tema De La Conferencia

La fórmula "El Niño + la Familia + la Comunidad = un Mundo Multilingüe Multicultural" ha sido escogida como tema de la Primera Conferencia Anual Internacional Multilingüe Multicultural que se reunirá del 2 al 5 de abril, 1973, en el Centro de Convenciones del hotel Town and Country de San Diego.

Además del tema, en una junta del comité planeador presidida por el Dr. Gilberto T. Martínez, Director del Esfuerzo Bilingüe-Bicultural de California, se discutieron y definieron metas, objetivos y programas.

Se decidío que la conferencia se dedicará a explorar definiciones específicas de la educación multilingüe multicultural y a hacer hincapié en por qué debe ser parte integral de la dinámica social de los E.E. U.U. y en cómo puede ser implementada en el nivel local, el estatal y el nacional.

La Sra. Adele Nadeau, que

Committee Chooses Conference Theme

The formula "Child + Family + Community = A Multilingual Multicultural World" has been chosen as the theme for the First Annual International Multilingual Multicultural Conference, scheduled for April 2-5, 1973, in San Diego's Town and Country Hotel Convention Center.

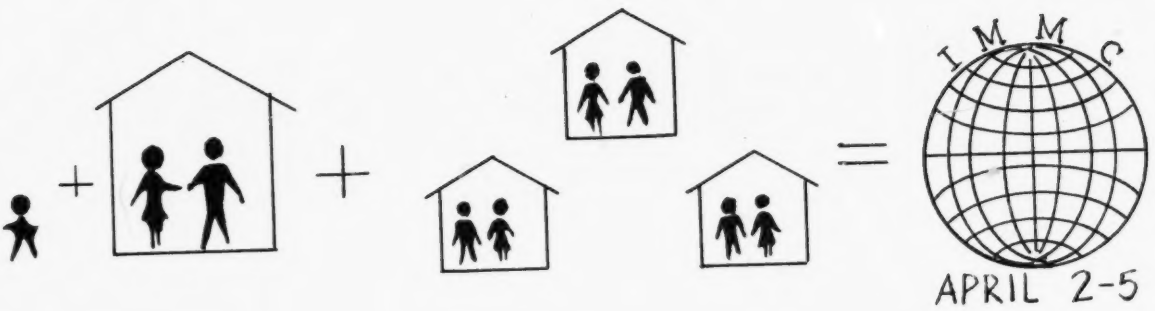
In a planning committee meeting chaired by Dr. Gilbert T. Martínez, California Bilingual-Bicultural Task Force Manager, conference goals, objectives, and programs were discussed and defined, in addition to the theme.

It was decided that the conference would be devoted to the specific definition of what multilingual multicultural education is, why it should be an integral part of social dynamics in the U.S., and how it could be implemented at local, state, and national levels.

Program Chairman Adele Na-

RENE NUÑEZ, ADELE NADEAU, CLIFF MENDOZA, RACHEL CLOSSON, and GIL MARTINEZ

RACHEL CLOSSON and GIL MARTINEZ



encabeza el comité que se encarga de organizar el programa ha convocado una junta para considerar un formato que permita que se realicen estas metas. Miembros de su comité son: Mario Barrera de la Universidad de California en San Diego; Frances López Beckers y Helen Díaz de MAP; Irma Castro de la Escuela del Barrio en San Diego; Adele Martínez de la Universidad Internacional de los Estados Unidos; y Clifford Mendoza de las Escuelas de la Ciudad de San Diego.

Pronto se enviarán unas cuatro mil solicitudes a quienes se espera que tendrán interés en registrarse para la conferencia: miembros de la comunidad, educadores, expositores y demás personas relacionadas con la educación multilingüe multicultural. Individuos y organizaciones que por casualidad no reciban solicitudes deben pedírselas a MAP. La cuota para registrarse es $5.00.

deau of San Diego State University has called a meeting to consider ways of providing for these goals in the program format. The members of her committee are: Mario Barrera, University of California, San Diego; Frances López Beckers and Helen Díaz, Materials Acquisition Project; Irma Castro, San Diego Barrio Station School; Adele Martínez, United States International University; and Clifford Mendoza, San Diego City Schools.

Several thousand registration forms will soon be sent to prospective conference participants: community members, educators, exhibitors, and others involved in multilingual multicultural education. Interested individuals and organizations that do not receive forms should request them from MAP. The registration fee has been set at $5.00.

BERT RIVAS and IRMA CASTRO

RAFAEL FERNANDEZ and MARIO BARRERA

La Contribución Indispensable De La Comunidad

Por Rafael M. Fernández

Uno de los principios fundamentales en que se basa el sistema educativo de los Estados Unidos es el del control local. Este principio mantiene que cada comunidad debe participar en la determinación de la educación que la va a afectar. Y así sucede generalmente cuando se trata de las comunidades de habla inglesa: la comunidad elige a los miembros de su mesa directiva local y al superintendente de educación del estado, y estos, junto con la mesa directiva del estado, prescriben lo que se va a enseñar, de acuerdo con el mandato público. Además los padres de alumnos influyen en lo que se enseña en las escuelas mediante las asociaciones de padres y maestros.

Porque el sistema educativo norteamericano ha sido desarrollado para satisfacer principalmente las necesidades de los angloparlantes, y porque las comunidades hispanoparlantes por lo general no han comprendido sus derechos ni han hecho esfuerzos por ejercerlos hasta recientemente, resulta que la educación que han recibido hasta ahora los estudiantes hispanoparlantes no se relaciona en mucho a sus necesidades.

A medida que el movimiento despierta al pueblo chicano, se multiplican los lugares donde estos empiezan a apoderarse de puestos en las mesas directivas de los sistemas escolares o donde hacen conocidos sus deseos mediante acción política.

The Indispensable Community Contribution

By Rafael M. Fernández

One of the fundamental principles on which the United States educational system is based is that of local control. This principal maintains that each community should participate in the determination of the education that is going to affect it. And so it generally happens when English-speaking communities are considered: the community selects the members of the local school board and the state superintendent of instruction, and these, together with the state board, prescribe what is going to be taught, in accordance with the public mandate. Moreover, the students' parents influence what is taught in the schools by means of the Parent-Teacher Associations.

Because the North American educational system has been developed principally to satisfy the needs of the English-speaking, and because the Spanish-speaking communities generally have not understood their rights nor made efforts to exercise them until recently, it turns out that the education Spanish-speaking students have received until now is not much related to their needs.

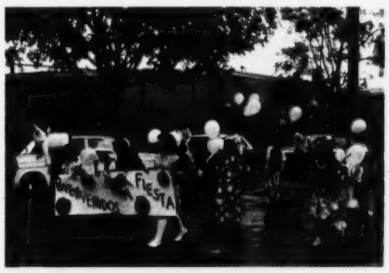
As the movement awakens the Chicano people, the places where they begin to take over positions on school boards, or where they make known their desires by means of political action, are multiplied. The re-

La escuelas más efectivas son aquellas que se aprovechan de cuantos recursos existen en la comunidad . . . .

Es preciso que todas las comunidades ejerzan sus derechos.

La educación es una función de la sociedad; no comienza ni termina en las escuelas. Las escuelas más efectivas son aquellas que se aprovechan de cuantos recursos existen en la comunidad, las que invitan a los padres a planear y a participar en programas para los distintos niveles escolares.

No sólo debe interesarse la comunidad en lo que se enseña en las escuelas sino en cómo se entrenan a los maestros que enseñan en las escuelas. Esto es de suma importancia. El deber de vigilar lo que se enseña abarca toda la enseñanza desde prepárvulos hasta la universidad.



También es de suma importancia que aquellos de nosotros que desempeñamos cargos como maestros o administradores de escuelas nos dediquemos activamente a promover la participación efectiva de las comunidades que servimos. Esta es parte de nuestra responsabilidad.

sponsibility to exercise their rights is incumbent upon all communities.

Education is a function of society; it neither begins nor ends in the schools. The most effective schools are those that take advantage of the many resources that exist in the community, those that invite the parents to plan and participate in programs for different school levels.

The community should be interested not only in what is taught in the schools but also in how teachers are trained. This is of utmost importance. The duty to watch over what is taught includes all education from prekindergarten through the university. It is also of utmost importance that those of us who perform duties as teachers or school administrators actively apply ourselves to promote the effective participation of the communities we serve.

The most effective schools are those that take advantage of the many resources that exist in the community . . . .

Meaningful, Enjoyable Musical Experiences

By Margarita Carmona

If you are like I am, you really enjoy teaching music to primary pupils, but you need either the record as your helper or the music's notation written very easily and clearly. To me this means a minimum number of sharps or flats; too many, and the selection loses me. Good music books and records in Spanish with easy-to-learn tunes for young children are difficult to find. Perhaps you're asking, "What about all those records of songs sung by Cri-Cri?" I have not found them suitable for Mexican-American children, and, besides that, listening to an old man (Forgive me, no offense!) singing children's songs is not my idea of suitable music instruction or appreciation.

Music should involve young pupils in a variety of ways. I have found that Canciones Infantiles, Educación Preescolar (Burgos: Hijos de Santiago Rodríguez, 1970), which is a collection of three 45 rpm records costing $1.88 each, meets my pupils' need for expressing themselves rhythmically and in song. Each record side has five selections with rhythms that vary from one to the next, providing your pupils with opportunities to march, skip, walk, or sway. The songs are easy, short, and repetitious so that even non-Spanish-speaking children can learn them quickly. May I suggest, also, that a variety of classroom rhythm instruments can be used to accompany these records.

Another record that can be used to develop skills in listening and following directions is Cantos y Juegos para el Jardín de Niños (México: Coro, n.d.). This is a long-play 33 rpm record costing $3.75. I consider it rather unique because only the piano accompaniment is heard on the record. You'll be pleased to find that a booklet comes with the album and contains the words to all the songs. This album's only limitation, if you wish to call it that, is that the teacher has to fit the song's word phrasing to the music since, as I mentioned earlier, the record provides only the piano accompaniment.

As for music textbooks for use in the primary grades, I did find one that compares to the texts used in the United States. Música y Canciones para los Más Pequeños (Buenos Aires: Kapelusz, 1967) by Kurt Pahlen and Juan B. Grosso contains 22 delightful songs featuring themes such as "La Lluvia" and "Para Mamá." It costs $4.43. Most of the selections are written in the good old key of C and do not have a wide tone range (As you may have discovered, much of children's music would challenge Maria Callas in the matter of range.). The notation in Música y Canciones is written very clearly in blue. Some songs contain two-part singing, while others have directions for musical games. This text also offers sug-

gestions as to the rhythm instruments that could be used. The illustrations are sketched in blue and are appealing to children.

Speaking of musical games, Juegos Musicales (Buenos Aires: Victor Lerú, 1965) by Lilia Morbelli provides the teacher with 18 songs and countless suggestions for rhythmic movement or rhythmic accompaniment for each song. It costs $3.00. This book has no illustrations, and the paper's quality is not the best, but it is a worthwhile resource for musical activities.

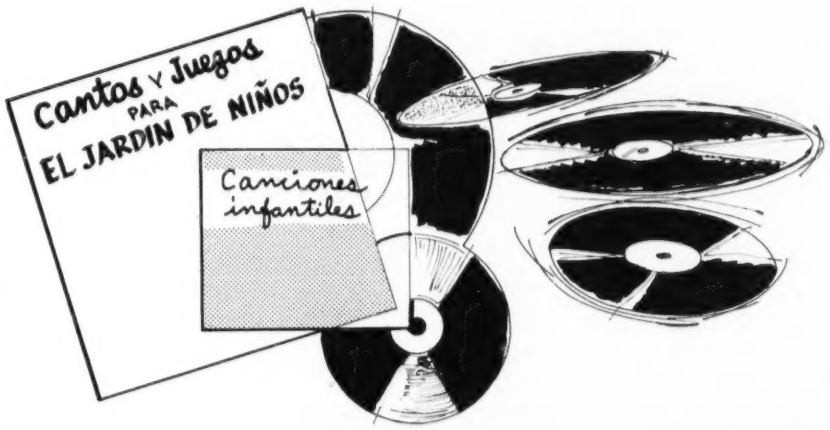
Another musical games and song book worth considering is A Cantar y a Jugar (Buenos Aires: Guadalupe, 1969) by María Laura Nardelli, which costs $2.85. This publication features 49 short songs with a limited tone range. Each song is illustrated in simple, large sketches which can be seen by all children sitting on the rug. I especially like the easy-to-follow directions given for each rhythmic movement. The book's paper and print are both of good quality so your eyes are saved from strain.

. . . a variety of classroom rhythm instruments can be used to accompany these records.

Both Mexican and Spanish approaches to music instruction are to begin teaching songs that have only one note, later adding notes one by one until the pupil can readily identify all seven notes visually and aurally. The appealing feature of this method is that the songs are short and, since the tones are restricted to a few notes, pupils will learn them quickly. Why not capitalize on this method of two-note songs by providing listening experiences? As you play the melody on the piano or tonebells, have the children listen and later tell you how many different tones they heard. I predict your pupils will enjoy, as mine have, composing words to a two-note melody.

Another book I recommend, which advocates this gradual approach to note learning, is Treinta Canciones (Buenos Aires: Guadalupe, 1968) by Adriana Fontana, which costs $2.93. The songs in this book are very short and could be reproduced easily on charts. Some examples of the song titles are "El Martillo," "Cu-cu," "El Señor del Peine," and "La Escuela." The book is short on illustrations, but, after all, you are not trying to teach illustrations, and you do get 30 good songs that you can teach easily.

Music should be a meaningful and enjoyable experience for children. This, of course, requires careful and thorough planning on the part of the teacher. Most teachers, including me, simply don't have several hours each day to prepare music lesson plans. Therefore, my guidelines for the selection of music material are that it be: easy to learn (for me as well as the pupil); within a reasonable tone range; and that it provide possibilities for musical expression through the use of instruments or rhythmic movement. All the materials that I have recommended in this article have met my criteria. Here's wishing you success in making your selections!



A Breakthrough For Bilingual Science

By Magdalena Matthews

My first three years of teaching bilingual classes left me feeling a certain sense of accomplishment for both my school and myself. Our curriculum, however, was in definite need of improvement, lacking a specific science program, and I had done little to alter the situation. Not being familiar with the available texts, I began searching for materials with which to strengthen our science program, and I am now happy to say I have found what I think is the science book for primary grade levels: Nuestro Planeta 1, Area Social y Natural (León, España: Everest, 1971) by Angel Sabugo Pintor and Manuel Antonio Arias. The paperback text measures 7" X 9 1/2" and costs $1.26 per copy, and worksheets are available at $1.89 per set.

Although a paperback, the cover is plasticized, thus lending itself well to rough usage, and is quite attractive. Large, easy-to-read type is highlighted by subtopics in blue and reenforcing statements in yellow blocks. Print and illustrations are well-distributed on the pages, and there is good use of different media--drawings, charts, and photographs--to illustrate major points.

The simple and straightforward table of contents reveals 30 chapters, each three to four pages in length, that could fill the entire school year, allotting a chapter per week. Superb organization is also evident in that the presentations of the seasonal units fall in their respective sequence on a normal school schedule.

A very important approach of this and any science book is that it includes questions frequently enough to encourage a systematic thought process and to develop a child's cognitive skills. I especially liked the varied means used throughout the book to attract the student's attention and help him relate to the subject matter. A noteworthy example is a poem by J. A. Del Rosal which immediately follows the concept, "Las flores tienen vistosos colores y aromas agradables." The poem reads:

Aquella rosita
nacida en abril
quería casarse
con el alhelí.

Irá de padrino
su tío el jazmín
e irán a la boda
claveles cien mil.

Vestida de blanco,
verde y carmesí,
la rosa se casa
con el alhelí.

I predict that most if not

all the children will find this change of pace and others in the book quite enjoyable.

The material presented is organized sequentially to follow a regular school year closely. For instance, the first three units are about the environment and the things in it. The next unit deals with nature in autumn, and attention is focused on fruits that are harvested during this time.

This leads me to mention one of several parts of the book I plan to omit when I use it in my classroom. It tells of the gathering of grapes and winemaking. The concepts are good, but the pages are filled with words such as vendimia, lagar, and zumo, with which I am sure the children of my area will be unfamiliar, ours not being a grape-producing region. The inclusion of a map of Spain, wine regions marked, along with several brand names, further convinces me to omit this section.

Perhaps we are approaching the day when we can equip our bilingual niños with all the educational tools they require.

Some of the better units present characteristics of living and non-living things and their relationship to nature. Such are those that describe the seasons of the year, explaining the relationship of the season to the year, the changing length of the days, and relationships between the earth and the sun.

Most of the latter half of the book is concerned with the social aspects of science, beginning with the basic family unit and the members' relationships with one another. Within this section are more pages I plan to omit, mainly because of the strong religious instruction. After home and family follows a lesson on the neighborhood, then one on the typical town or city. The necessities of man bring the book to a well-timed ending, these closing units placing emphasis on people helping people. The last two chapters deal with Spanish patriotism and national landmarks and will also be omitted in my classroom.

The worksheet set is loose-leaf bound and is very well-organized. Although the set is quite thorough, I have reservations about using it. Among them are the use of cursive handwriting and the lack of opportunity for individualizing.

This is a first-level book, but I plan to use it with my second-graders, and it could quite well be useful through the third-grade level. I find Nuestro Planeta a very exciting breakthrough in a previously ignored area of bilingual education. Perhaps we are approaching the day when we can equip our bilingual niños with all the educational tools they require.

Six Readers For Spanish-Speaking Fourth-Graders

By Julia Simpson

When asked to write this article, I gave the idea a brief moment of thought, then said yes, feeling at that one moment elated, amazed, and challenged. With these profound thoughts I looked at the stack of 50 fourth-grade readers I'd been given and became impressed with the job at hand: selecting the books that I felt teachers could best use in a classroom with Spanish-speakers working at this grade level.

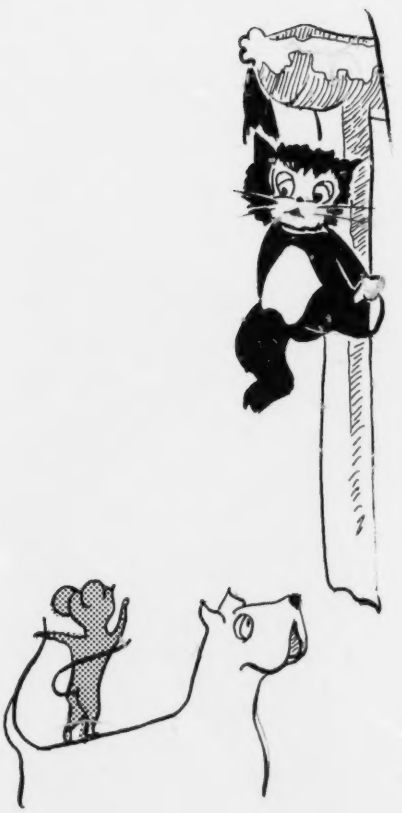
It still amazes me to see so many students being pushed into reading in a second language so fast. Isn't it enough that they are learning to adjust to a new environment: the neighborhood, the school, the people, friends; to the intricate value system and philosophies of a new culture? Yet we proceed to try to impose on so many students, in very short order, the most basic skill, reading. There are several statistical studies showing that the average student needs approximately three years to reach a fairly successful speaking/understanding degree of a second language. When this degree is reached, then we can launch the aficionado (We hope he is an aficionado by this time!) into a reading program in his second language.

It isn't necessary to go into the required skills of reading here, but just add to those: new sounds; interfering sound; new construction; new patterns of speaking; and, of course, new "swing." Quite an impressive list to learn ¿verdad? And if you say no, perhaps you might be skyjacked to China (¡Caramba! What language skills to learn there, eh?) and have the opportunity to learn the position some of your students are in. ¡Claro! I ran into some minor problems in selecting what I thought would be good books to use in the classroom. In time that stack of 50 books began to look like 100!

Some Minor Problems

While I have realized that I am not as fluent in Spanish as I would like to be, I still had a somewhat egotistical feeling that I was at least fairly fluent, rarely having problems communicating with students or parents. According to my own classifications--

A - Excellent
B - Very good - requiring very rare First Aid
C - Good - requiring occasional First Aid
D - Average - requiring very frequent First Aid
E - Below average - requiring super-size Band-Aids
F - Call for an interpreter



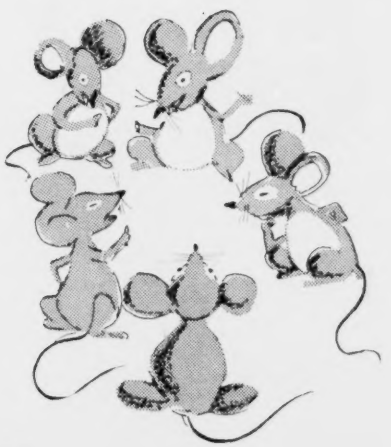
--there was little doubt that I felt I fit in classification C.

Upon picking up my first book, however, I started reading more or less something like this:

> --Aparecía arrellenado en una gran silla con una larga barba y envuelto en un gabán a cuadros y asomado a la ventana de su habitación, mientras su fantasía vagaba por los espacios siderales....--

It was then that I slipped into classification D (actually E, I just hate to admit it). For a brief moment I considered filling and sealing envelopes in one of those "work at home and be happy" jobs. However, where was my sense of duty as an educator? My sense of obligation? Loyalty to my school district? Quit? Never! Onward marched the 500 (nerve endings, that is)!

It makes reading look like fun.



A few books were dropped. Some sounded like those cut and dried college books. Remember them? I thought that others overdid certain areas, especially God, mother, and all the virtues. Several of them seemed to go on forever--one poem almost reached martyrdom! From the remainder I chose six fourth-grade readers that I felt teachers could best use in bilingual classrooms.

Lecturas Escolares, Cuarto Curso (Valladolid: Miñón, 1968) by A. Alvarez and E. Ramos ($1.05) is one of the better selections for an advanced fourth-level reader. It makes reading look like fun, and I feel the teacher could add to this with reinforcing activities. The excellent illustrations are almost sure to catch students' attention, encouraging them to read. Though not all the stories are fun stories, the illustrations can be used as motivators.

Stories include: fiction; some non-fiction; and quite a few good poems, such as "La Liebre y el León," "Elegía del Niño Marinero," "Romance de la Niña Negra," and "El Congreso de los Ratones." Lecturas Escolares provides quite a list of work activities for almost all its selections. A weakness of the book is its small print and monotonous pattern of sentences and paragraphs. Also, there are a few selections I would not use. It's a paperback book with an attractive real-life cover that looks like (of all things) a geography book.

Cuentos

Cuentos para Leer y Escribir (Salamanca: Anaya, 1970) by Victorino Arroyo del Castillo ($1.75) was a really nice change of pace for me. Its illustrations immediately help create interest in the stories and poems. Also, the printing pattern changes from selection to selection--happily so, since I feel that changes in printing patterns of a book are good

attention-keepers in reading a selection. Too many books, I think, have a heavy printing pattern. I can feel burdened just looking at a page! Long phrases, long sentences, long paragraphs, and line after line of the same size print are depressing.

The stories in the book are fun. It's one of the few books I read that illustrates different peoples playing and working together. There also are many poems which can be used singly, singly and in groups, for verse choir, memorization, taping, etc.

The book has work activities occurring occasionally throughout. It's a paperback that I would definitely include in my classroom.

Lecturas y Ejercicios

Lecturas y Ejercicios para Estudiantes Adultos de Cuarto Año (San Juan, Puerto Rico: DIP, 1965) is specifically for adults, but it has many selections that I feel certain students could definitely learn to read and enjoy. As a teacher I would look over the book and select those stories best suited for an individual. Illustrations are few and far between so perhaps this is one side activity a teacher could use to reinforce a story.

The stories have a definite interest level. Examples are: "¿Qué Sabe Usted?" about a supposedly wise man in the middle of the lake with a supposedly dumb man; "Las Naranjas del Rey Don Pedro," a solution to a king's problem; "La Cigarra y la Hormiga," just fun. This book has work activities (though not too varied) throughout. It's a paperback that is unattractive in appearance, but I would definitely use it in a selective way in the classroom. Its price is unavailable.

Lucero

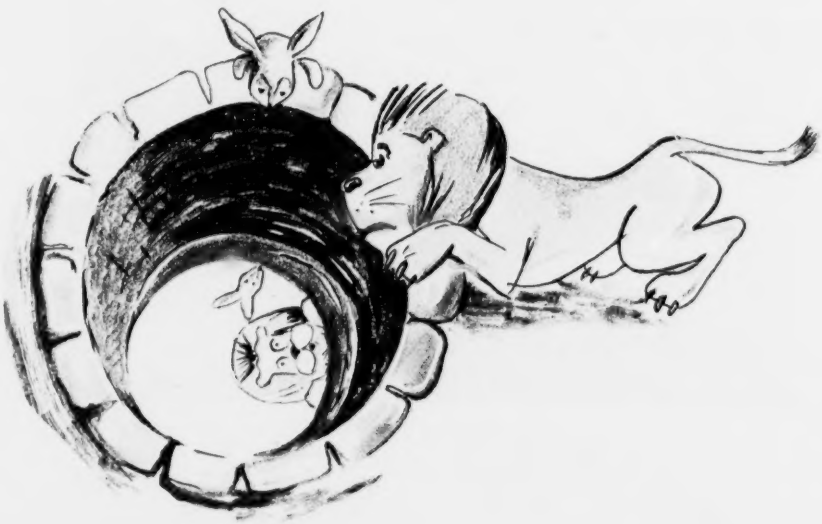
Lucero, Libro de Lectura, Cuarto Año Básico (Madrid: Santillana, 1969) is almost completely non-fiction. It is well-presented with the aid of colorful illustrations. The selections are well-arranged to keep a student interested in reading on. There is an occasional poem to change pace.

Titles of some stories are "Diálogo con una Locomotora," "Un Desafío Peligroso," "El Cinematógrafo Cuenta Sus Historias," and "Globos Viajeros." Lucero is a good-looking paperback with frequent suggestions for the teacher and activities for the student. It costs $2.63.

It illustrates different peoples playing and working together.

Reloj del Sol

Reloj del Sol (Buenos Aires: Kapelusz, 1967) by Martha A. Salotti ($5.93) is a fun and interesting book almost all the way.



The stories are short and to the point, in many cases good for a slower reader. The non-fiction content is presented like a game many times: --Yo sé un juego muy lindo. Se llama "Mirar con las Manos."--There are cute stories of words and objects, such as "La Palabra Más

The stories have a definite interest level.

Larga" and "Los Anteojos Mágicos." There are also cute poems, many short and simple to read, like "Ronda de los Colores."

Azul loco y verde lo-
co
del lino en rama y en
flor.
Mareando de oleadas
baila el lindo azule-
ador.

All work activity has to be created by the teacher.

This selection is a hard-back book with a colorful cover. At times the illustrations are wanting and the printing not broken up enough, but it is still a selection I would make for the classroom.

La Flecha Verde

La Flecha Verde, Libro de Lectura, Curso 4° (Madrid: Compañía Bibliográfica Española, 1967) by Martín Serradilla Clavo ($1.35) has good illustrations and varied printing patterns to catch the eye. There are three parts to the book, with a good variety of stories, fiction, non-fiction, and occasional poems. One of its poems about "El Tiburón" could be used singly, singly and in groups, or for verse choir. For example:

SOLO:
Mañana por la mañana
cuando se levante el
sol,
me iré mandando en mi
barco
mi brava tripulación.

CHORUS:
¡Ay mi niño, no te
vayas!

This line could be used as a refrain said by the whole class after each verse. This is a larger paperback with a colorful cover. Work activities would have to be expanded by the teacher.

ED. NOTE: Often primary-level teachers ask us why reading books in Spanish progress so rapidly in difficulty. The reason is because apparently it is easier to learn to read in Spanish than in English. The simplicity and uniformity of the Spanish phonological system permits this. Samuel Gili Gaya of the Royal Spanish Academy comments, "The true conclusion is this: In a short time sufficient Spanish is learned to understand and be understood on a fundamental level; but an understanding in depth requires very extended efforts."

Other Recommended Materials Similar To The Ones Reviewed In This Issue

Elementary Music

Aymerich, Carmen
Aymerich, María
Busque, Montserrat
Expresión y Arte en la Escuela
Barcelona: Teide, 1971
266pp. b/w.
Price $2.73

Lomas Ezquerra, Leonardo A.
Quecedo, Dora
La Educación Musical Mediante el Canto
Burgos: Hijos de Santiago Rodríguez, 1970
90pp. b/w.
Price $2.10

Luna de Arias, Aurora
Coralia Infantil, #1
México: Trillas, 1970
95pp. b/w.
Price $3.10

Luna de Arias, Aurora
Coralia Infantil, #2
México: Trillas, 1968
86pp. b/w.
Price $3.10

Michaus, Manuel
20 Canciones Infantiles
México: Trillas, 1971
78pp. b/w.
Price $3.25

Muñoz, María Luisa
Perez de Méndez-Peñate, Isis
Mis Primeras Canciones: Guía Para Kindergarten
Puerto Rico: DIP, 1966
51pp. b/w.
Price $2.25

Second-Grade Science

Codina, Ma. T.
Llupia, M.
Minguella, C.
Experiencias 2
Barcelona: Casals, 1971
102pp. col. illus. text
94pp. b/w. guide
Price $3.36 text
$1.92 guide

Martín Rodríguez, C.
Toro Gastearena, A.
Montes Zamora, R.
La Naturaleza y los Hombres, Nivel 2
Madrid: Magisterio Español, 1971
103pp. col. illus.
Price $1.47

El Mundo de la Ciencia, Segundo Nivel de Educación General Básica
Salamanca: Anaya, 1972
112pp. col. illus. text
47pp. b/w. guide
51pp. b/w. worksheets
Price $1.68 text
$ .74 guide
$1.40 worksheets

Rodao Yubero, F.
Panduro Torres, C.
Fernández Rivera, E.
Observo y Experimento 2
Zaragoza: Luis Vives, 1971
120pp. col. illus. text
208pp. b/w. guide
Price $1.47 text
$1.58 guide

Sanuy Simon, Montserrat
Sanuy Simon, Concepción
Allegro 1, Expresión Dinámica, Música y Movimiento
Zaragoza: Luis Vives, 1971
45-63pp. col. illus. workbooks (3)
Price $2.00 ea.

Fourth-Grade Readers

Aller Rodríguez, César
Siro, Libro de Lectura, Curso 4
Madrid: Magisterio Español, 1971
94pp. col. illus.
Price $1.47

Arias, Manuel Antonio
Recreo IV, Cuarto Curso
León, España: Everest, 1970
127pp. col. illus.
Price $1.26

Benito, Elsa de
Bergantín, Lectura Curso Cuarto
Madrid: Magisterio Español, 1970
110pp. col. illus.
Price $1.47

Charry Lara, Cecilia
Lecturas Integrales, Libro Cuarto de Lectura
Bogotá: Voluntad, 1971
255pp. col. illus.
Price $1.54

Díaz-Plaja, Aurora
La Isla Llena
Barcelona: Teide, 1971
176pp. col. illus. text
64pp. col. illus. workbook
Price $1.89 text
$ .84 workbook

Gómez F., Daniel
Año 2,000, Lecturas para Cuarto Grado
Caracas: Co-Bo, 1969
186pp. col. illus.
Price $2.97

Pérez Espinos, Luis
Libro Cuarto de Lectura, Colección Sembrador
Madrid: Escolares, La Escuela Nueva, 1968
192pp. col. illus.
Price $1.80

Field-Testing Favorites

By Ann Kern

In the first two issues of Materiales en Marcha we featured six of the 12 sets of books and charts that have emerged as the favorites in our field-testing effort so far. This issue will include information on six more, all on the secondary level: Nociones de Biología, Primera Parte y Segunda Parte (México: Porrúa, 1969) by Irene Elena Motts and Imelda Calderón; Biología (México: Cultural, 1970) by William L. Smallwood and Edna R. Green; Síntesis de Historia de México (México: Herrero, 1970) by C. González Blackaller and L. Guevara Ramírez; Historia de México (México: EDLALSA, 1970) by Wigberto Jiménez Moreno and others; Documentos Fundamentales de la Historia de los Estados Unidos de América (México: Libreros Mexicanos Unidos, 1969) by Richard B. Morris; and Síntesis de la Historia de los Estados Unidos (México: Limusa-Wiley, 1966) by Frances Whitney.

Nociones de Biología, Primera Parte y Segunda Parte, a two-book set, was field-tested by the Bay Area Bilingual Education League (BABEL) in Daly City's Jefferson Union High School District. The first book covers seven units: the importance of biology and its applications; water and life; air and life; the cellular structure of organisms; green plants and production of foods; nutrition of man; and conservation of health. The second book also covers seven units: vegetables and their importance; animals and their importance; organisms and the environment; sensory functions of organisms; reproduction of organisms and heredity; and organic evolution. Laura Hermosillo found the physical characteristics of the set to be of "good quality;" its format, "good and clear;" and its interest level, "good." She recommended it for biology reference. R. Lalami also approved of the organization of the format and added that the "book seems to be appropriate for the level being taught." Each part costs $4.25.

Biología, a text and workbook set, was also field-tested by BABEL. It is divided into three parts: life: three basic models; models of structure and function in organisms; and models of interaction between organisms and the environment. Laura Hermosillo called the format "excellent," while R. Lalami was impressed with the illustrations, content organization, review sections, relevance, and interest level. The text

costs $7.50; the workbook, $5.00.

Síntesis de Historia de México, a secondary text, was field-tested at San Diego High School by Allan C. Peck, who commented on its attractive cover and well-organized contents, which include "introduction, sections, summary questions and activities for each chapter, and plentiful pictures and maps." According to him, it "goes up to Revolution around 1910." Although it "lacks treatment of 20th-century México," he termed it "excellent elsewhere." He also said that it "holds attention of students" and is "easy-to-read.' He used it as a resource book for the Mexican-American War and for written reports on Mexican history. It costs $3.95.

Historia de México, another secondary text, was field-tested at San Diego High School and Edinburg, Texas, High School. The Edinburg teachers thought that its interest level was high but that it was very difficult even for advanced students. Allan Peck of San Diego agreed, although he thought its topic organization was good and that it has "good treatment of México up till Revolution." It costs $5.95.

The last two field-testing favorites were also evaluated at San Diego High School. Documentos Fundamentales de la Historia de los Estados Unidos de América introduces "each document, giving background information," and "covers most important documents right up to Alliance for Progress in 1961." It costs $1.50. Síntesis de la Historia de los Estados Unidos synthesizes American history in eight chapters and "packs a lot into a chapter." Allan Peck referred to it as a "good reference text" and recommended that it be used for "reading assignments, research papers, and general background." He said, "Students accept the text and look forward to reading it," despite the difficulty of some of its vocabulary. It costs $1.50.

We at MAP greatly appreciate the field-testing of materials that Title VII projects throughout the United States have done for us during the past year. We are looking forward to publishing further information on this evaluation effort, especially the sample lessons teachers come up with to accompany our materials in their classrooms.

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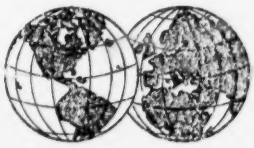
MAILING LIST FORM

If you would like us to add your name or that of an associate to the mailing list for Materiales en Marcha, please fill out the following form and mail it to Ann Kern at MAP:

NAME_____

NUMBER AND STREET_____

CITY, STATE, AND ZIP CODE_____



CROSS CULTURAL COMMUNICATION

It is too often taken for granted that the communication process with culturally different children takes place as readily as it might with children from anglo cultures.

Looking closer at communication skills, we find that most teachers receive training in verbal and formal communication skills. Children come to schools with nonverbal and informal communication skills. This initially can create problems of communication breakdown. To complicate the situation, nonverbal messages that do not support verbal communication messages assure communication breakdown.

Nonverbal communication is conditioned at least in part by culture. A child from a Chicano culture who averts eye contact with teacher may be doing so out of a cultural context in respect for the teacher. The teacher may misinterpret the message and assume that the child is inattentive, not interested, or being rude. Little productive interaction can take place in this atmosphere of misunderstanding, even though both teacher and student are wanting to communicate.

Understanding cultural differences can help. The theme of basic human activities can reveal that while all people are alike in many ways (we all eat, breathe, etc.), it is our differences which cause communication and human relation problems, and we must begin by recognizing that these differences exist, what these differences are, and respecting these differences.

José Armas
Sixth Annual Convention of Teachers of
English to Speakers of Other Languages
February 26-March 1, 1972

The Distributors

We are pleased to be able to report that the distributors we recommend continue increasing their efforts to expand their services and make them more effective. We hope the successes they are going to attain also result in price reductions.

All the distributors with whom we have had contacts regularly are enlarging the quantities of materials they stock, which enables them to fill orders faster. As they ascertain that certain books or visuals are beginning to be ordered often, they start to maintain large stocks. They have also been stocking new materials which they expect to be in demand.

They are coordinating their activities more closely with those of publishing companies abroad, and some of them have already made arrangements to receive samples of new materials automatically. In turn, the distributors send us samples and catalogs from these publishing companies.

As our readers will confirm from the list of distributors we publish, two Spanish publishing companies have established their own distributorships in this country.

At least one distributor has started to consolidate his orders in such a way that various publishing companies make simultaneous shipments via the same carrier at reduced freight rates. This is one example of what can be accomplished to reduce prices as the demand increases for instructional materials written in Spanish and Portuguese.

We recommend to our readers that, if possible, they visit one of the distributors. We want to receive their opinions regarding them. Likewise, if they place orders, we would want them to indicate to us what they think of the service they receive. These distributors form a very important part of the effort to provide materials in Spanish and Portuguese for bilingual-bicultural classes.

Las Distribuidoras

Nos complace poder relatar que las distribuidoras que recomendamos continuan incrementando sus esfuerzos por extender sus servicios y hacerlos más efectivos. Esperamos que los éxitos que van logrando resulten también en rebajas de precios.

Todas las distribuidoras con las cuales con regularidad hemos tenida contactos están aumentando las cantidades de materiales que almacenan, lo cual les permite surtir órdenes con mayor rapidez. A medida que determinan que ciertos libros o visuales van a ser ordenados con frecuencia, los empiezan a mantener almacenados en cantidad. Pero también van almacenando materiales nuevos que la experiencia les indica que tendrán demanda.

Sus relaciones con editoriales del extranjero se van estrechando y ya se dan casos en que han hecho arreglos para recibir muestrarios automáticamente de los materiales nuevos que se van produciendo. A su vez las distribuidoras nos mandan muestras y catálogos de estas editoriales.

Como nuestros lectores verificarán por la lista de distribuidoras que publicamos, dos editoriales de España han establecido sus propias distribuidoras en este país.

Por lo menos una distribuidora ha empezado a consolidar sus pedidos, de tal forma que varias editoriales hacen envíos simultáneos usando al mismo transportador a fletes rebajados. Este es un ejemplo de lo que se puede lograr para rebajar precios a medida que crece la demanda de materiales de enseñanza escritos en español y en portugués.

Les recomendamos a nuestros lectores que si les es posible visiten a una de las distribuidoras. Queremos recibir sus opiniones acerca de ellas.

Asimismo, si hacen pedidos, quisiéramos que nos indicaran lo que piensan del servicio que reciben. Estas distribuidoras forman parte muy importante del esfuerzo por suministrar materiales en español y en portugués a clases bilingües-biculturales.

SUGGESTED U.S. DISTRIBUTORS OF EDUCATIONAL MATERIALS IN SPANISH AND PORTUGUESE

Arhe, Inc. - specialists in Puerto Rican materials
Avenida Fernández Juncos 1913
Parada 26 1/2
G.P.O. Box 3789
San Juan, Puerto Rico 00936
723-8950

Cultural Puertorriqueña - specialists in Puerto Rican materials
Avenida Fernández Juncos 1406
Parada 20
Box 8863, Fernández Juncos Station
Santurce, Puerto Rico 00910
724-5683

Blaine Ethridge - specialists in Portuguese materials
13977 Penrod Street
Detroit, Michigan 48223
(313) 838-3363

Bilingual Educational Services
1508 Oxley Street
P.O. Box 669
South Pasadena, California 91030
(213) 441-1235

Heffernan Supply Co., Inc.
P.O. Box 5309
San Antonio, Texas 78201
(512) 732-1136

European Book Company
925 Larkin Street
San Francisco, California 94109
(415) 474-0626

Jesús González Pita
1540 S.W. 14th Terrace
P.O. Box 211
Miami, Florida 33101
(305) 371-2049

Las Américas Publishing Company - specialists in materials from Ediciones Anaya
Spanish Book Center
40-22 23rd Street
Long Island City, New York 11101
(212) 784-1174

Latin American Productions - specialists in materials from Editorial Vasco Americana
P.O. Box 41017
Los Angeles, California 90041

Pan American Book Co., Inc.
4358 Melrose Avenue
Los Angeles, California 90029
(213) 665-8000

Empresas Rendón - specialists in materials from Empresas Rendón
101 Austin Street, Junction, Texas 76849
(915) 446-2797

Santillana Publishing Co. - specialists in materials from Ediciones Santillana
575 Lexington Avenue
New York, New York 10022
(212) 371-4069

Spanish Book Corporation of America
610 Fifth Avenue
New York, New York 10020
(212) 247-7475

Stechert-Hafner
31 East 10th Street
New York, New York 10001

EL PROYECTO DE ADQUISICION DE MATERIALES TIENE COMO MISION poner a la disposición de las maestras y los maestros de clases bilingües y biculturales elementales y secundarias de los Estados Unidos información acerca de materiales vigentes de enseñanza publicados en países hispano o lusitanoparlantes.

MATERIALS ACQUISITION PROJECT'S MISSION is to make available to teachers of elementary and secondary bilingual-bicultural education classes in the United States information concerning instructional materials currently published in Spanish- or Portuguese-speaking countries.